**K-5Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count Numbers 0-30** | | | | **Corresponding Unit Task: 3 Let’s Go on a Scavenger Hunt-counting manipulatives** | | |
| **Essential Question(s): What are some ways we can find out how many objects are in a group?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Hundreds chart (as a guide), cellophane paper to highlight the tens on the chart (10, 20, 30).**  **Movin’ to Math by Jack Hartmann.** | | **Student:**  **Only their bodies and voices.** | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:K.CC.2 , K.CC.3 (power standards); K.CC.1** | | | | | |
| **I Can Statement(s): I can count to 30. I can count by tens to 30.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Let’s listen to a counting song called Let’s get Fit (Movin’ to Math by Jack Hartmann). | | | | | |
| **Teacher Directed: This time, I am going to play the song to 30. Watch what I do this time, and next we will do it together. Teacher plays song again, and claps on 10, 20 and 30. What did you notice that I did during the song? (clap for 10, 20, 30).** | | | | | |
| **Guided Practice: Now I want you to do it with me. I will play the song again to 30, and I want you to say the numbers and clap when I clap. (Numbers 10, 20, 30).** | | | | | |
| **Independent Practice: Teacher plays the song again. This time, I want you to clap when you hear the numbers 10, 20 and 30 in the song. Other ways you can signal 10, 20, and 30 is by jumping up when you hear the number, or dancing and freezing when you hear the number.** | | | | | |
| **Closing/Summarizing Strategy: What numbers did we clap on? (10, 20, 30). When we count saying “10, 20, 30” it is called counting by tens.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Finding 10, 20 and 30 on the hundreds chart, and see if they can continue the pattern. | | | Counting without the music and telling student when to clap. | | | Model the task as many times as needed for the student. |
| **Assessment(s): Informally assess students during the activity to see if they are counting to 30, and if they are clapping on 10, 20 and 30.** | | | | | | |
| **Teacher Reflection:** (Next steps?) Continue with the activity, but go to a higher number. | | | | | | |